

CAREER INTERESTS INVENTORY

USER'S GUIDE



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The Profiling for Success series is published by Team Focus Limited, Heritage House, 13 Bridge Street, Maidenhead, Berkshire, SL6 8LR, England, tel: +44 (0)1628 637338.

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Section One - General introduction

The Profiling for Success (PfS) Career Interests Inventory (CII) is an innovative assessment of career interests offering:

- an exploration of interests, competencies and work styles based on a unifying model of vocational preferences;
- normative and ipsative interpretation of interests;
- flexible administration and reporting, fully controllable by PfS users;
- attractive design to engage respondents and enhance the assessment experience;
- short completion times without compromising reliability;
- comprehensive range of reports and workbooks can be e-mailed immediately to both client and/or respondent.

The questionnaire is an engaging self-report instrument for those starting the career exploration process. It is aimed at younger people or others with minimal work experience. The CII acts as a catalyst at key decision points, guiding choices through enhancing self-understanding and encouraging exploration of the world of work. Using Holland's model of vocational preferences, each preference is examined from three perspectives, so giving a rich and stimulating source of information for exploration of potential career areas:

- interests – a normative and ipsative assessment of interests, giving alternative benchmarks for interpretation;
- competencies – self-report of key work-related skills and abilities;
- work styles – an assessment of preferred working styles.

The CII acts as a focus for career exploration. Respondents are encouraged to widen their personal exploration by looking at how their competencies and work styles relate to their interests, so setting an agenda for potential development.

CII reports encourage research into potential careers, containing links to careers libraries and a range of online resources for further information. Prompts also encourage critical reflection on the CII results, so supporting respondents through the first stage of their career decision-making.

The CII comes with a range of report options for administrators and respondents. Administrators' reports contain full summaries of the data from each section of the CII. Respondents' narrative reports provide career areas to explore, guidance on research jobs and links to further resources. A workbook option is also available for respondents, giving them a structured approach to their career exploration.

Section Two – Measurement of interests

The scientific assessment of interests dates back to the 1920s with the publication of the Strong Vocational Interest Blank for Men (SVIB) - see Strong, 1935. This was a questionnaire which asked about a person's likes and dislikes and compared these to the pattern produced by people employed in a range of different occupations. This was followed in the 1930s by a questionnaire based on the work of Kuder (see Kuder, 1977), which not only used a more elaborate design, but also introduced 10 scales that helped to define the world of work, e.g. outdoor, mechanical, scientific, artistic and so on.

The approach of Strong and Kuder was based on systematic, empirical observations, rather than any theory. Indeed, arguably it was not until the work of Holland in the 1950s that there was a clear theory underpinning occupational interests (Holland 1996, 1997).

Holland argued that behaviour is driven by a mixture of individual attributes, including personality and interests, and that occupational choice (a form of directed behaviour) is a product of these factors. And it was through gathering data on personality *and* interests that he developed his now well known hexagonal model of occupational interests. This incorporates six scales, or themes – Realistic, Investigative, Artistic, Social, Enterprising and Conventional – that elegantly define the occupational domain.

The model developed by Holland is at the core of a number of commercial interest questionnaires, and for example the current version of the SVIB – the Strong Interest Inventory - incorporates his six general occupational themes, as does Holland's own Self-Directed Search (Holland 1994). It is also worth noting that the model is related to the Big Five personality dimensions and there is evidence, for example, of a link between the Social and Enterprising themes and Extroversion; and between the Artistic and Investigative themes and Openness (Costa, McRae & Holland, 1984; Blake & Sackett, 1999).

An additional *and* important observation is that Holland does not suggest that a person's occupational interests can be simply described using a single theme, or equally that there are only six types of people in the world! Rather he suggests that occupational interests can be defined in term of someone's interests with regard to all six career themes, *in descending order of interest*. It's also the case that some combinations of interests, especially those next to each other in the hexagonal model (e.g. Realistic and Investigative) are more likely to occur than others (e.g. Realistic and Social).

Hypothetically the use of all six themes, which can of course appear in any order, would result in a large number of different combinations. And so it is more usual to consider the two or three highest scoring themes and to use these to identify the 'main' occupational interests.

The Holland model is used in the CII because it represents the most robust and well-researched approach to understanding occupational interests.

Section Three - Questionnaire development

The initial development of the CII took place between 2001 and 2003 and was a result of a cooperative venture between Team Focus and the Sussex Careers Service. To ensure adequate coverage of Holland's six occupational themes and the world of work in general, the items for the interests inventory were developed through a number of distinct stages.

The first stage involved a review of an interests inventory, based on the Holland themes, which had previously been developed by staff at Sussex Careers Service.

Secondly, experienced careers advisors at Sussex Careers and another careers organisation generated lists of activities and main job areas under each of the six themes.

Finally, sets of job titles generated from the DfEE's Odyssey database were associated with each of the 6 themes and 111 trial items were then written in both standard and ipsative format.

The trial questionnaire was administered to several samples of career guidance clients in schools and colleges and the resulting data was subjected to item analysis. After modification of item content, guided by the results of the item analysis, a second round of trialling followed which resulted in further adjustment of items and the selection of the final set of 51 items for Parts A and B of the questionnaire (see the next section for a description of Parts A, B).

At this stage, items were developed and refined for Parts C and D of the questionnaire. The purpose of these latter sections of the questionnaire was to provide respondents with a simple self-report mechanism which would help them relate the results from the main questionnaire to their perceived strengths, and to the work values which were important to them personally.

The resulting standardisation version of the test was then administered to 394 subjects in a careers guidance setting in order to obtain normative data.

During the development of the questionnaire items, the reports which would be generated by the PfS system were also developed. The Feedback report summarises the respondent's results on the normative and ipsative parts of the questionnaire and then provides lists of example careers and Careers Library Classification Indices for each of the career themes. At a later stage, both Careers Library Classification Index (CLCI) and Connexions Resource Centre Index (CRCI) versions of the reports were developed. In addition, the CII Career Explorer Report was developed in the form of a workbook to allow respondents to explore the relationships between the different scores from the CII, and to provide a means of helping them to organise their career decisions.

Section Four – Questionnaire structure & interest scales

As discussed, the Career Interests Inventory (CII) is a self-report questionnaire based on John Holland's widely used model of vocational preferences. It explores interests, competencies and work styles to provide a multi-faceted tool for supporting career exploration. Practically the questionnaire is divided into four sections as follows:

Part A:

36 pictorially-illustrated items (6 items per scale) using a 3-point Likert scale, e.g.

How interested are you in . . . Working in customer services?

Not really	A bit	Very
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These generate **normative** scores for each of the 6 scales.

Part B:

15 pictorially-illustrated items in ipsative format, presenting pairs of occupational tasks related to different scales, e.g.

Would you prefer . . . ?

Making or repairing furniture	Selling advertising space
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These generate **ipsative** scores for each of the 6 scales.

Part C:

Self-report skills inventory. 24 items (4 items per scale) rated on a 5-point Likert scale, e.g.

How good are you at . . . working with your hands to make and construct things?

Needs developing		Moderate		Very good
1	2	3	4	5

These generate mean raw scores for each scale.

Part D:

Self report values / motivation questionnaire. 18 items (3 items per scale) rated on a 5-point Likert scale, e.g.

How important is it for you to be in a work environment where you . . . can use your hands to do something practical?

Not important		Moderately important		Very important
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1	2	3	4	5
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These generate mean raw scores for each scale.

Interest scales

The interest scales (themes) covered by the questionnaire are described below. The sections on skills and style (values/motivation) are based on the same six scales.

Realistic	Jobs which fall into this area are practical occupations that usually require physical or manual activity. They include skilled and technical trades, and some of the service occupations. They generally have a 'hands on' element and may involve working outdoors. Realistic work activities may involve using tools, equipment and machinery; building and repairing things; and/or work related to nature, agriculture and animals.
Investigative	Jobs which fall into this area are concerned with finding out about things. They centre on science, medicine, social concerns, theories, ideas and data, with the aim of understanding, predicting or controlling these things. Investigative work activities have a strong 'analytical' element and include researching, exploring, observing, evaluating, analysing, learning and solving abstract problems. This may be in a laboratory, medical or academic establishment, or in the computer industry.
Artistic	Jobs which fall into this area have a strong 'expressive' element and are concerned with creating or appreciating art, drama, music or writing. Artistic work activities include composing, writing, creating, designing, cooking, performing and entertaining. This theme is not necessarily about having an interest in painting or drawing personally, because it includes occupations where people appreciate some kind of creative expression.
Social	Jobs which fall into this area involve working with people in a helpful or facilitating way. They are concerned with human welfare and community services. Work activities include caring, teaching and educating, treating, helping, listening, counselling and discussing. <i>NOTE: 'Teaching' occurs across most of the themes but each one tends to attract people with an interest in that theme. So 'realistic' teaching incorporates hands-on or technical type activities; whereas 'social' teaching is more concerned with the interpersonal and pastoral elements.</i>
Enterprising	Jobs which fall into this area are concerned with business and leadership. They seek to attain personal or organisational goals, or economic gain. Work activities include selling, marketing, managing, influencing, persuading, directing and manipulating others. Being self-employed (running your own business) falls into this category, as does work in politics.
Conventional	Jobs which fall into this area are concerned with organisation, data and finance. They involve working with information, numbers or machines, to meet organisational demands and standards. Work activities include setting up procedures, maintaining orderly routines, organising, operating, accounting and processing.

Section Five – Questionnaire administration

The CII is part of the Profiling for Success (PfS) online assessment system developed by Team Focus. To use the questionnaire, clients have to open a PfS account,, which allows clients to manage all aspects of the assessment and reporting process. For information on opening and using a PfS account, please contact Team Focus (contact details are given at the front of this User's Guide).

Effective administration is important if the CII is to provide valid information. With the PfS online assessment system, assessments may be completed after a personal introduction from the administrator or after the respondent has been informed about the assessment by other means such as email or a letter. Whichever administration process is used, it is essential that respondents understand why they are being asked to complete the questionnaire and how the information they provide will be used for their benefit. This ensures 'buy in' to the assessment and so encourages honesty and openness from respondents.

In this section, options for administration are described along with guidance on how to conduct effective administration, whether in person or remotely. Details on the actual process of administration are also included along with the technical requirements of the PfS system.

Administration process

There are three options for administering the CII:

- completion with an administrator present who gives the introduction;
- independent completion after a prior face-to-face or telephone introduction by an administrator;
- independent completion after receiving an introduction via email or letter from an administrator.

The questionnaire does not necessarily require an administrator to be present, and has been developed and trialled accordingly. Full instructions are given at the beginning of the questionnaire, along with examples to ensure that the respondent understands how to indicate their responses and use the response scale. Whilst completing the questionnaire, respondents can also see a summary of the instructions at any time they wish.

Although an administrator does not need to be present at the time of completion, it is essential that the personal aspect of administration is not underestimated. Nor should it be assumed that the instructions given with the questionnaire are sufficient in themselves. Good administration, whether in person, by phone or via letter or email, is key to getting the 'buy in' of the respondent to the assessment process. This, in turn, will enhance the validity of the assessment profile through putting respondents in the appropriate mindset, and encouraging open and honest responding.

An introduction to the CII should include the following points, whether delivered in person by the administrator or otherwise:

- the reason the respondent is being asked to complete the questionnaire;
- a broad description of what the questionnaire assesses, *possibly* including an overview of the CII model, though there is no need to include a detailed description of each scale;
- the importance of being as honest as possible when completing the questionnaire;

- guidance that the CII is untimed but typically takes up to 25 minutes to complete. Respondents should work through at their own pace but be advised that sometimes, spending a long time pondering the questions can make it more difficult. Whilst first answers are not necessarily the best (since they may reflect some habitual response rather than a carefully considered one) they can provide a useful starting point for exploring a person's value system;
- an explanation of how the respondent will receive their CII report and how this will be used;
- a description of how the profile will be stored and who will have access to it.

When an administrator will not be present whilst the respondent completes the questionnaire, the following information should also be given:

- the URL to which the respondents go for address for access to the PfS website: www.profilingforsuccess.com/main
- the Client code, Access code and Password they will need to enter when prompted;
- advice that the questionnaire normally takes up to 25 minutes to complete and that it should be completed in a quiet environment free from distractions;
- the contact details for the administrator in case of any questions or issues in accessing the PfS system.

Requirements of the PfS system

As the CII is delivered via the PfS online assessment system, administrators need to ensure that respondents have the necessary hardware and software to access the assessments. In practice, this is very rarely an issue as the PfS system has been developed to run on standard internet technology to make it as widely accessible as possible.

The requirements for users of the PfS system (clients/administrators and respondents) are:

- a PC or Mac with an internet connection (dial-up or broadband);
- a minimum screen resolution of 1024 by 768;
- Internet Explorer Version 6.0 or later;
- Adobe Flash Player

Virtually all modern computers will meet the requirements. When using Internet Explorer, this will automatically check that the Adobe Flash Player is installed and, if not, prompt the user to install this. Installation of Adobe Flash Player should take only a few seconds with a broadband internet connection and is completed without the need for any technical expertise on the part of the user.

When a respondent selects a PfS assessment for completion, the whole assessment is downloaded before it begins. This may take a short time with a dial-up connection (up to one minute for some assessments) but with a broadband connection it will take only a few seconds.

It is not necessary for the internet connection to be maintained once an assessment has been downloaded. However, the internet connection does have to be active when the assessment results are submitted. Information about the need for respondents to be actively connected to the internet for their results to be recorded is displayed at the end of the assessment.

Paper-based administration

The CII can also be delivered in hard copy. In this case whilst responses are recorded on an answer sheet the information can subsequently be used as input for the PfS report generation system. This means that the *same* range of reports is available to those who use a question booklet and answer sheet as to those who opt for online administration.

Section Six – Conducting a review session

A range of reports is available to support the review session, and samples are provided at the end of this guide. However, whichever respondent report is used to supplement the administrator's report, best practice suggests that the results of the questionnaire are considered in a formal face-to-face session.

Conducting a review session

The results from the CII should always be reviewed with the respondent. As with the output from any psychometric assessment, the profile should be treated as a starting point for further exploration and clarification. Without adequate review, the respondent may over-interpret the results and place greater emphasis on their validity than is warranted. The review session therefore allows the respondent an opportunity to challenge the results in the report and find a balance between their results and personal perceptions that allows them to move forward in their development. Further, although the questionnaire is generally positively worded, the review also allows clarification of any issues, ensuring that misunderstandings on the part of the respondent do not occur.

The exact format of the review will depend on the purpose of assessment and how the results are to be used. It is recommended that the review is conducted face-to-face, though a telephone or Skype review may be acceptable in some circumstances.

The reviewer will need to decide whether a report is sent directly to the respondent when setting up the access code for the CII. Receiving the report ahead of the review session will give the respondent time to read and start to work through it to identify issues that are particularly pertinent to them. This process will give more time for discussion during the review session and is likely to be particularly beneficial to respondents who need time to reflect on their report before discussing it. Providing that the administration has been conducted thoroughly and respondents understand the purpose of the assessment and how it will be used, there should be no issues in reports being sent directly to respondents. If respondents do, however, seem particularly sensitive to feedback, careful consideration needs to be given to whether reports should be sent directly to the respondent or introduced by the reviewer as part of the review session.

The purpose of a review session, whether conducted face-to-face or via the telephone or Skype, is to ensure that the respondent clearly understands the meaning of their results and is satisfied with the assessment experience, and to explore possible implications of the results. To reach this goal it is important that the review session is seen as a chance for information to be shared between the respondent and the reviewer, not simply for the reviewer to provide the questionnaire scores. For this process to be successful, it is vital that all reviewers have received appropriate training and are themselves familiar with the CII model and the nature of its reports.

General guidelines for conducting review sessions are given below. These guidelines should be seen as identifying the main points that need to be covered and giving suggestions about the structure of the review session and appropriate questioning strategies. They do not set out to provide a set formula that must be followed.

- As with administration, good preparation is essential for review sessions. A suitable room, free from disturbances, should be used. Reviewers should familiarise themselves with the respondent's results, the CII scales and how they may want to introduce the CII model as a way of supporting the interpretation. Reports should be sent out to respondents in good time before the review session, if they have not received them directly from the Profiling for Success assessment system.

- The review session should begin with the reviewer introducing themselves and providing a brief overview of the review session (ideally there will have been prior contact but it can be useful to go over these points again). Useful information to offer includes clarifying the overall purpose of the session and how the questionnaire will assist in achieving that purpose. It is also useful to clarify the approximate length of the session, issues around confidentiality and what will happen to the questionnaire results.
- Both parties need to agree on what they want to get out of the review session and be clear on how the profile will be used before working through the report. Such agreement will ensure a common purpose to the review, encourage rapport and reduce the chance for misunderstandings.
- To encourage a balanced discussion from the outset, the respondent should be brought into the review session as early as possible. This can be done through asking them about their experiences of the questionnaire immediately after the brief introduction (e.g. "How did you find completing the questionnaire?" or "Tell me about your experience of completing the questionnaire."). Throughout the review session open questions should be used wherever possible, as this will encourage the respondent to provide more information and make the review more balanced. In a balanced review session the respondent should contribute at least as much as the reviewer to the discussion, if not more.
- The next stage will usually involve discussion of the actual questionnaire profile. There is no set order in which the CII scales have to be reviewed. If previous discussions with the respondent have identified specific areas of interest, the discussion may focus on these and spend less time on other areas. An alternative strategy is to ask the respondent to identify any areas where the questionnaire has revealed surprising results and start by exploring these.
- The CII is primarily a tool to stimulate personal development and insight and so the next stages in the development process need to be the focus of the final part of the review. Both parties should mutually agree a way forward. Points that may be included are how the issues that have been discussed will be captured, what actions the respondent has agreed to and time scales for development activities, what support the reviewer or others in the organisation need to give the respondent, and how any development activities will be monitored and reviewed. Finally, the respondent should be offered the opportunity to ask any outstanding questions and then thanked for attending the review session.
- It is good practice for individual organisations to develop policies around the review of assessment results, as with other aspects of psychological assessment. These should cover issues such as how reviews are conducted, confidentiality and storage of assessment data. It is important for organisations to develop their own policies, as these will help ensure consistency of approach and application over time, and will also guard against issues of fairness and discrimination. Whilst policies may draw on the guidelines given above, ultimately reviewers may develop their own style with which they feel comfortable within these frameworks.

Note: CII reports provide both normative and ipsative results. The use of two ways of presenting the results provides the careers professional with a valuable way of dealing with 'low level' responses. For example, a respondent may have a low overall interest in *all* the career areas, and this would be reflected in the normative comparison – all the results would probably look low and undifferentiated. However by comparison, the ipsative presentation will still give a clear indication of that person's interests, *relative to each other*, and provide a basis for moving the review forward.

And of course the interplay between ipsative and normative can also highlight how someone's personal (ipsative) hierarchy can be influenced by comparison with an external (normative) reference. The two ways of looking at the results can provide the basis for quite different, yet equally useful interpretations.

Section Seven - Technical data

Descriptive statistics based on a sample of 5843 respondents

Descriptive statistics for Part A raw scores and Part B ipsative scores are shown in the following table.

	Scale	Mean	Std.Dev.
RAW SCORES	Realistic	9.71	2.56
	Investigative	10.94	2.74
	Artistic	10.41	2.71
	Social	11.61	2.51
	Enterprising	11.12	2.67
	Conventional	9.92	2.92
IPSATIVE SCORES	Realistic	2.66	1.35
	Investigative	2.41	1.37
	Artistic	2.30	1.29
	Social	2.65	1.15
	Enterprising	2.62	1.19
	Conventional	2.35	1.33

Descriptive statistics for raw scores for Parts C and D are shown in the following table.

		Mean	Std.Dev.	Minimum	Maximum
PART C	Realistic	8.62	2.60	3	15
	Investigative	13.25	3.51	4	20
	Artistic	12.76	3.57	4	20
	Social	14.01	3.70	4	20
	Enterprising	13.37	3.44	4	20
	Conventional	14.66	3.40	4	20
PART D	Realistic	7.23	1.72	2	13
	Investigative	8.97	2.93	3	15
	Artistic	10.49	2.81	3	15
	Social	11.07	2.78	3	15
	Enterprising	8.97	2.86	3	15
	Conventional	10.26	2.80	3	15

Internal consistency

The following table shows the internal consistency reliability (Cronbach's alpha) estimates of the CII Part A scores based on a sample of 5843 respondents.

Scale	Alpha
Realistic	0.63
Investigative	0.74
Artistic	0.63
Social	0.66
Enterprising	0.70
Conventional	0.82

Scale intercorrelations

	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	1.00	0.31	0.51	0.23	0.17	0.07
Investigative	0.31	1.00	0.23	0.16	0.36	0.37
Artistic	0.51	0.23	1.00	0.31	0.31	0.06
Social	0.23	0.16	0.31	1.00	0.49	0.35
Enterprising	0.17	0.36	0.31	0.49	1.00	0.35
Conventional	0.07	0.37	0.06	0.35	0.35	1.00

Intercorrelations between the different parts of the questionnaire

The following table shows the interrelationships between the different parts of the questionnaire. The first column of figures for example shows the Pearson product-moment correlations between scores on Parts A and B (Interest normative scores vs Interest ipsative scores) for each of the six scales.

Parts compared	A vs B	A vs C	A vs D	B vs C	B vs D	C vs D
	Interest normative	Interest normative	Interest normative	Interest ipsative	Interest ipsative	own skills
	Interest ipsative	own skills	importance to you	own skills	importance to you	importance to you
Realistic	0.49	0.39	0.11	0.35	0.10	0.45
Investigative	0.54	0.61	0.55	0.45	0.41	0.66
Artistic	0.49	0.49	0.47	0.32	0.28	0.68
Social	0.32	0.48	0.43	0.17	0.08	0.67
Enterprising	0.38	0.43	0.49	0.17	0.28	0.56
Conventional	0.51	0.32	0.31	0.15	0.18	0.59

The following 6 tables present all correlations between all scales between specific parts of the questionnaire

A vs B	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	0.49	-0.11	0.13	0.00	-0.26	-0.28
Investigative	-0.04	0.54	-0.12	-0.27	-0.03	-0.13
Artistic	0.16	-0.12	0.49	-0.06	-0.19	-0.29
Social	-0.18	-0.11	-0.01	0.32	0.02	0.00
Enterprising	-0.26	0.08	-0.08	-0.06	0.38	-0.04
Conventional	-0.37	0.17	-0.29	-0.12	0.08	0.51

A vs C	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	0.39	0.05	0.15	-0.01	-0.05	-0.04
Investigative	0.16	0.61	0.02	0.08	0.22	0.25
Artistic	0.28	0.09	0.49	0.10	0.12	-0.02
Social	0.00	0.04	0.22	0.48	0.32	0.20
Enterprising	0.11	0.30	0.20	0.25	0.43	0.26
Conventional	-0.14	0.19	-0.06	0.13	0.12	0.32

A vs D	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	0.11	0.05	0.18	0.02	0.01	-0.00
Investigative	0.06	0.55	0.10	0.17	0.13	0.12
Artistic	0.14	0.01	0.47	0.09	0.13	-0.08
Social	0.08	0.03	0.20	0.43	0.20	0.13
Enterprising	0.21	0.27	0.20	0.24	0.49	0.16
Conventional	-0.04	0.28	-0.02	0.17	0.08	0.31

B vs C	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	0.35	-0.10	0.04	-0.14	-0.18	-0.22
Investigative	-0.10	0.45	-0.10	-0.02	0.14	0.17
Artistic	0.18	-0.13	0.32	0.04	-0.01	-0.16
Social	0.02	-0.24	-0.04	0.17	-0.03	-0.07
Enterprising	-0.14	0.08	-0.00	0.02	0.17	0.13
Conventional	-0.32	-0.11	-0.21	-0.03	-0.09	0.15

vs D	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	0.10	-0.14	0.05	-0.12	-0.13	-0.15
Investigative	-0.04	0.41	-0.03	0.09	0.04	0.06
Artistic	0.07	-0.19	0.28	-0.01	-0.02	-0.21
Social	-0.01	-0.20	-0.06	0.08	-0.06	-0.01
Enterprising	0.03	0.10	-0.04	-0.00	0.28	0.14
Conventional	-0.14	-0.00	-0.19	-0.04	-0.09	0.18

C vs D	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Realistic	0.45	0.17	0.13	0.06	0.25	0.10
Investigative	0.17	0.66	0.19	0.23	0.33	0.20
Artistic	0.17	0.08	0.68	0.30	0.29	0.06
Social	0.15	0.13	0.31	0.67	0.27	0.24
Enterprising	0.28	0.33	0.34	0.51	0.56	0.24
Conventional	0.23	0.41	0.17	0.41	0.28	0.59

Construct validity

The following table shows the Pearson product-moment correlations of the 6 CII Part- A standard scores with the four scales of the Type Dynamics Inventory.

	TDI simple continuous scales			
	EI	SN	TF	JP
Realistic	0.03	-0.08	0.17	-0.01
Investigative	0.21	0.09	-0.40	-0.12
Artistic	-0.01	0.18	0.27	0.15
Social	-0.50	-0.14	0.35	0.08
Enterprising	-0.44	0.08	0.03	0.10
Conventional	0.04	-0.22	-0.13	-0.34

Shaded cells are significant at $p < 0.05$.

It can be seen that of 24 coefficients computed, 10 coefficients are significant at $p < 0.05$. Of these, virtually all are in line with expectation. For example,

- respondents who score highly on CII Investigative tend to show preferences towards Introversion and Thinking
- respondents who score highly on CII Artistic tend to show preferences towards Intuition and Feeling
- respondents who score highly on CII Social tend to show preferences towards Extraversion and Feeling

- respondents who score highly on CII Enterprising tend to show preferences towards Extraversion
- respondents who score highly on CII Conventional tend to show preferences towards Sensing and Judgement.

The only statistically significant relationship which is not easily interpretable in terms of a priori expectations is that between CII Realistic and TDI Feeling.

Section Eight - Normative data

Normative data is available from a sample of 394 respondents in a careers guidance setting who took the questionnaire between February 2002 and February 2003.

The age and sex distribution of the sample were as shown in the following tables.

Age	Percent
14-20	67.51
21-30	7.87
31-40	10.41
41-50	8.63
51-60	4.06
>60	0.76

Sex	Percent
Male	39.75
Female	59.75

The raw score to STEN conversion table is shown on the following page:

Raw score to STEN score conversion table

raw score	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
0	1	1	1	1	1	1
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	1	1	1	1
5	1	1	1	1	1	1
6	2	2	1	1	2	2
7	4	3	3	2	3	3
8	5	4	4	3	4	4
9	6	5	5	4	5	5
10	7	6	5	5	6	5
11	7	6	6	5	6	6
12	8	7	7	6	7	7
13	9	7	7	7	7	7
14	9	8	8	7	8	8
15	10	9	8	8	8	8
16	10	9	9	9	9	9
17	10	10	10	10	10	10
18	10	10	10	10	10	10

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Appendix-1 Product Synopsis

Product



Career Interests Inventory (CII)

Motivating career exploration through personal understanding...

Interests are the most natural starting point when exploring the world of work. When we first start to ask ourselves 'what do I want to do?', our answers reveal what we see as being exciting, challenging and fun – in short, what we are interested in. Based on John Holland's widely used model of vocational preferences, the CII explores interests, competencies and work styles to provide a multi-faceted tool for supporting career exploration.

The PFS CII is an innovative assessment of career interests offering:

- an exploration of interests, competencies and work styles based on a unifying model of vocational preferences;
- normative and ipsative interpretation of interests;
- flexible administration and reporting, fully controllable by PFS users;
- attractive design to engage respondents and enhance the assessment experience;
- online or on paper tools;
- short completion times without compromising reliability;
- comprehensive range of reports and workbooks e-mailed to you immediately.

Opening up the world of work

The CII is an engaging self-report instrument for those starting the career exploration process. Aimed at younger people or others with minimal work experience, the CII acts as a catalyst at key decision points, guiding choices through enhancing self-understanding and encouraging exploration of the world of work.

Using Holland's model of vocational preferences, each preference is examined from three perspectives, so giving a rich and stimulating source of information for exploration of potential career areas:

- interests – a normative and ipsative assessment of interests, giving alternative benchmarks for interpretation;
- competencies – self-report of key work-related skills and abilities;
- work styles – an assessment of preferred working styles.

PFS Career Interests Inventory (CII) at a glance

Use to:
explore career interests, competencies and work styles

Use for:
individual and group career exploration and guidance

Use with:
ages 13 and above

Administration:
Online and on paper with online scoring

Timing:
Untimed, typical completion time 20 to 25 minutes

Number of items:
Four sections with 93 items in total

Reports:
Administrator's data report and range of feedback reports and workbook options

Norm groups:
UK general population sample

Reliability:
0.71 – 0.93

Training required:
BPS Level A or available to qualified Teachers and Careers Advisers



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Supporting career exploration

The CII acts as a focus for career exploration. Respondents are encouraged to widen their personal exploration by looking at how their competencies and work styles relate to their interests, so setting an agenda for potential development.

CII reports encourage research into potential careers, containing links to careers libraries and a range of online resources for further information. Prompts also encourage critical reflection on the CII results, so supporting respondents through the **first stage of their career decision-making**.

Advanced analysis and reporting

The CII comes with a range of report options for administrators and respondents. Administrators' reports contain full summaries of the data from each section of the CII. Respondents' narrative reports provide career areas to explore, guidance on research jobs and links to further resources. A workbook option is also available for respondents, giving them a structured approach to their career exploration.

For users of the paper-based CII, responses are computer-scored through the PFS data entry facility, giving access to the full range of reports available from the online assessment.

The online advantage

Our online system works the way you want to, giving you the option of using the CII at a time that suits your guidance and development needs, controlling what reports are produced and who receives them.

Designed for you

The PFS assessment system can be readily tailored to your needs. Company sponsored entry pages can be designed to reflect your **branding and company logos included on reports**.

Training required

The CII is available to you if you are Level A trained or a qualified Teacher or Careers Adviser.

If you require training, then join us on one of our Level A training courses, which combine academic rigour with practical experience to build your skills as a confident user of a range of tests and assessments including the CII and the full range of PFS Reasoning Tests.

Appendix-2 Sample reports



Administrator's Report

Career Interests Inventory

Susan Sample



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Administrator's Report

Career Interests Inventory

Susan Sample

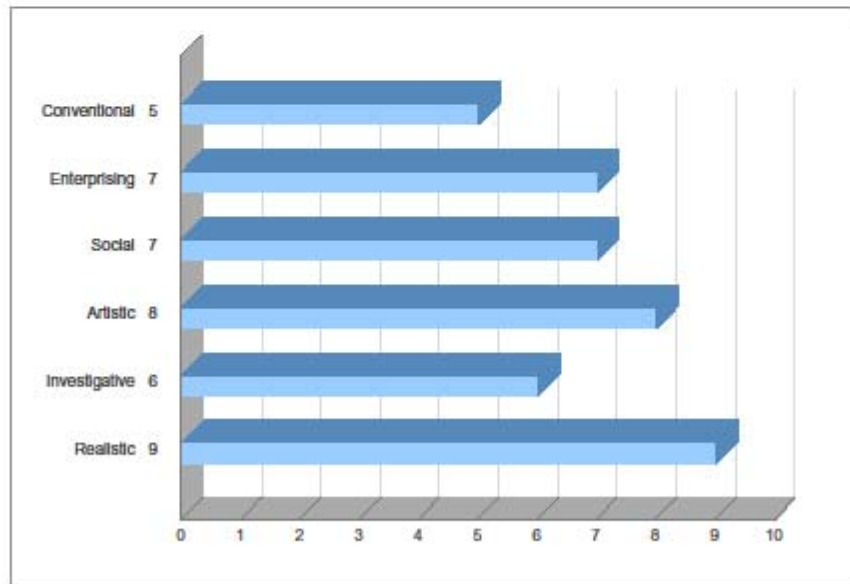
Introduction

This report describes Susan's responses to the Career Interests Inventory. It has been designed as a summary for reviewers, and so provides information only on the scores obtained from the Career Interests Inventory. It is not suggested that this report is given to Susan; an alternative report, which includes the Career Explorer workbook, is available and is suitable for giving directly to respondents.

Responses to the Career Interests Inventory are summarised in four graphs: Interests (normative), Interests (ipsative), Skills and Abilities, and Values.

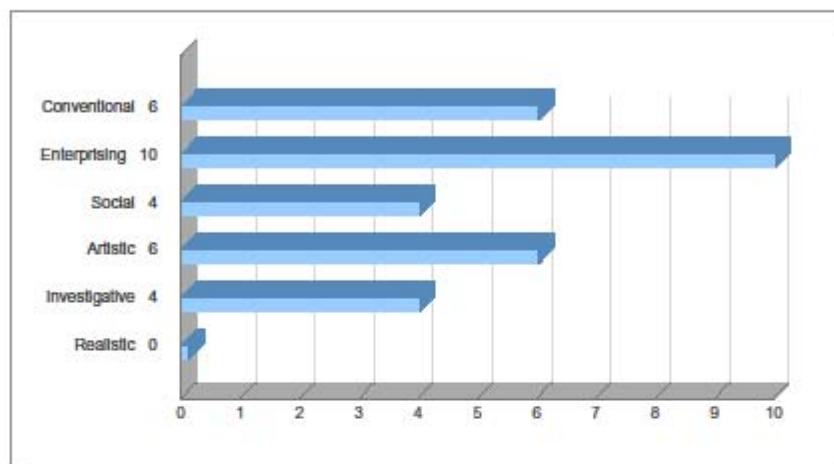
Interests (normative)

This graph compares Susan's level of interest in each of the six occupational areas – Realistic, Investigative, Artistic, Social, Enterprising and Conventional – with the level of interest previously reported by a comparison group. Scores can range from 1 to 10, with higher scores indicating higher levels of interest. On the graph below, Susan's responses have been compared to the following group: General Population



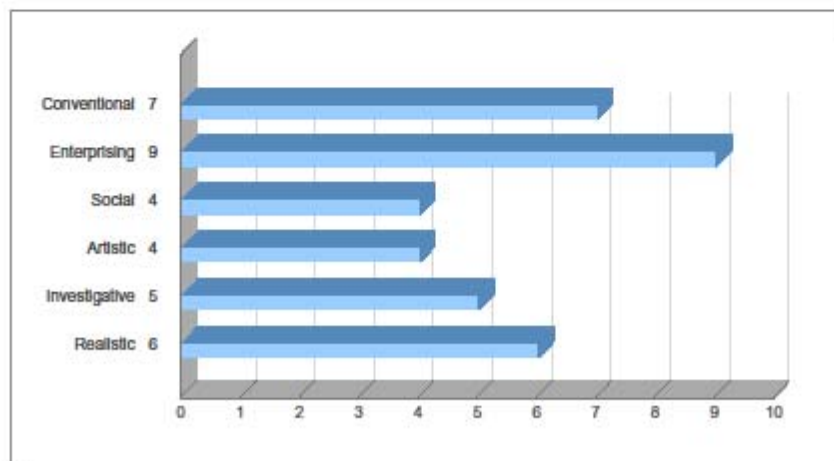
Interests (Ipsative)

Susan was presented with pairs of jobs or activities associated with different occupational themes, and asked to indicate which she preferred. This graph shows Susan's preferences for occupations related to each of the six areas. Scores can range from 0 to 10, with higher scores indicating higher levels of interest.



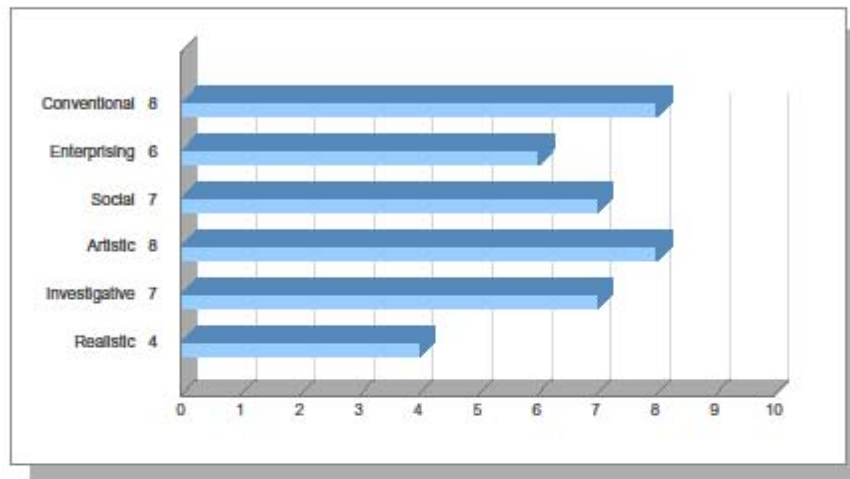
Skills and Abilities

Susan was asked to give an estimate of her skills and abilities in each of the six occupational areas. Her responses are shown on this graph. Responses are on a 20-point scale, and higher scores indicate greater estimates of skill or ability. Note: in the Career Explorer workbook, there are questionnaires for others who know Susan to give her feedback on her skills and abilities.



Values

Susan was also asked to indicate how important values associated with each of the six occupational areas were to her. Her responses are shown on this graph. Responses are on a 10-point scale, and higher scores indicate greater emphasis on values in the area.



Date tested: 30/4/2010

Norm: General Population

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Feedback Report (CLCI)

Career Interests Inventory

Susan Sample



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Feedback Report (CLCI)

Career Interests Inventory

Susan Sample

Introduction

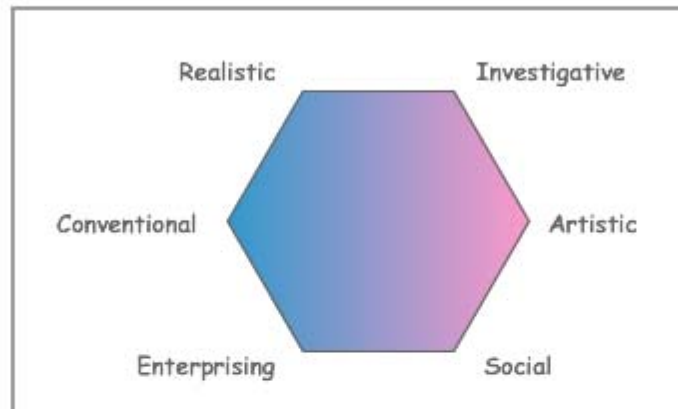
Understanding your interests can be very valuable when deciding which jobs or careers may be most suitable for you. This profile is designed to provide a starting point for thinking about your future career choices. It will not tell you which types of work you may be good at, but it could help you to identify the types of work that you may enjoy. The Career Explorer workbook can be used with this report, and will help you explore your values and skills and abilities.

Before reading this report, please note the following points:

- This report is based on your responses to the Career Interests Inventory. Every effort has been made to ensure that this report gives an accurate reflection of your interests. However, like any questionnaire of this type, the Career Interests Inventory contains a degree of error and so may not give a perfect description of your interests. Because of this, you may not fully agree with all of the descriptions given in this report.
- The main purpose of completing the Career Interests Inventory and reading this report should be to stimulate your thinking about what types of jobs and activities may be most suitable for you. As such, this report should not be treated as a definitive profile of your interests, but as a starting point from which to explore your interests in more depth.
- Many people find it very useful to discuss their interests with a qualified Careers Adviser or Personal Adviser. A good Career Adviser will be able to consider your interests, as described in this report, and also other relevant factors such as your education, and give appropriate advice on job and training opportunities.
- Please bear in mind this report should be seen as a snapshot of your interests at the time you completed the Career Interests Inventory. Although many people may remain interested in the same areas of work for a long time, others may change their interests over time.
- Finally, it is possible that you may disagree with some parts of this report. If so, it will be useful for you to think about why you disagree with some parts of this report and to discuss this with your Careers Adviser.

Your Results From the Career Interests Inventory

A psychologist called John Holland identified six general 'themes', which correspond to work environments. Many different occupations and jobs exist within each theme and the themes can be arranged in a hexagon model, as shown below. Themes adjacent to each other on the hexagon have more in common with each other than those opposite. For example, Realistic occupations have more in common with Conventional and Investigative occupations than they do with Social, Enterprising and Artistic occupations.

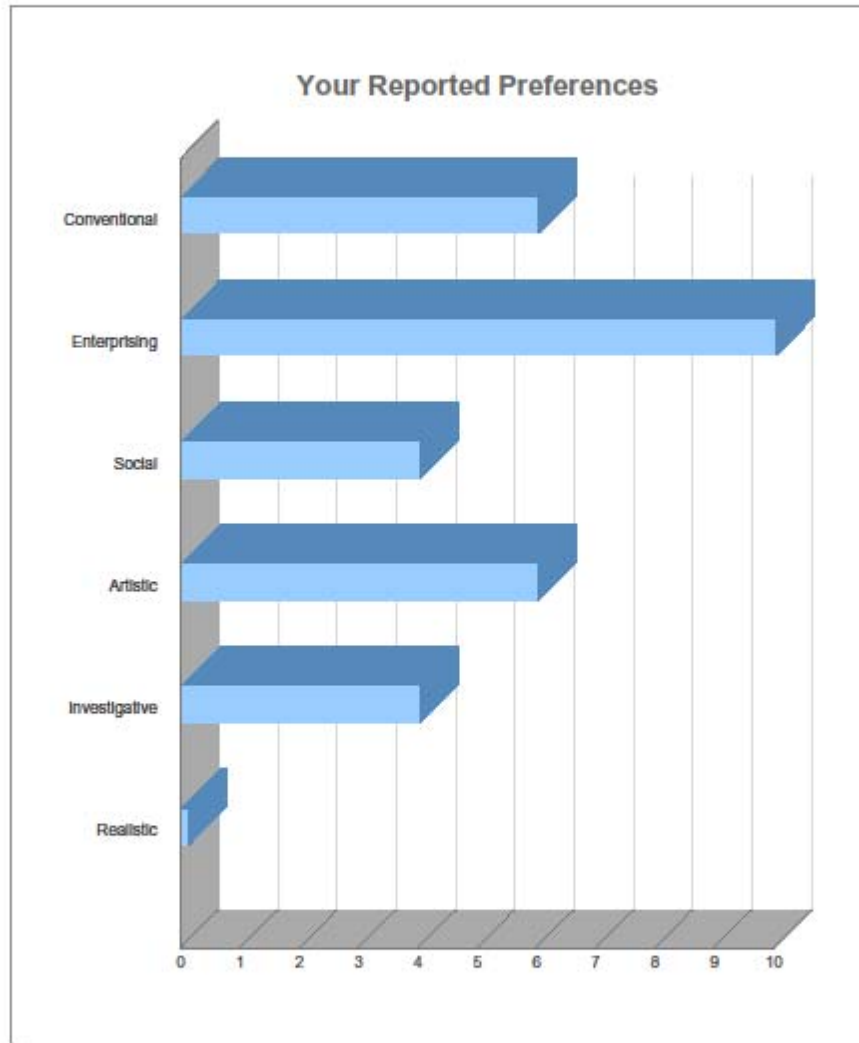


People tend to be happier and more productive doing jobs they find interesting and working with people with similar interests. Research shows that certain occupational groups tend to attract people with similar interests, personalities, and ways of responding to situations. So, matching your personality and preferences to a type of work environment is a good place to begin!

- There are over 20,000 occupations in existence so each theme only begins to scratch at the surface of your quest for greater clarity in your next career move. It is therefore important that you review these findings with a qualified Careers Adviser or a Personal Adviser at some point, because they can take you through the implications of your report. Please do not get hung up on specific job labels - each theme helps to describe the nature of the interest implicit in the occupations given as examples. The occupations cited also attract varying degrees of educational standard, so some would require college or degree level education, whilst others require less in the way of qualifications and more on-the-job training coupled with the right attitude.
- Some of the themes will have occupational overlaps because they share related interests. A trained Careers Adviser will be able to help you recognise the differences in your themes compared to the occupations that come up.
- It is likely there may be occupations listed that you've never heard about and some of the examples listed here may sound strange to you. Don't reject occupations until you really know what they are about.
- The key to finding an occupation that really suits you is to see how it 'fits' you. In other words, a good one will draw on your interests, your personality, your values (what's important to you), and your motivations.

Your Reported Preferences

Your reported level of interest in each of the six occupational themes is shown in the graph below. Scores on each theme can range from 0 to 10. Higher numbers indicate greater interest in the theme. After the graph, each of the occupational themes is described in more detail.



ENTERPRISING

Enterprising occupations are concerned with business and leadership. They seek to attain personal or organisational goals, or economic gain. Work activities include selling, marketing, managing, influencing, persuading, directing and manipulating others. Being self-employed (running your own business) falls into this category, as does work in politics.

Your Score: 10

Example careers (not in any order)

Buyer	Retail sales assistant	Insurance salesperson
Travel agent	Marketing manager	Telesales person
Charity fund raiser	Advertising account executive	Valuer
Estate agent	Antiques dealer	Customer service rep
Recruitment consultant	Public relations officer	Team leader
Distribution manager	Pensions adviser	Supervisor
Management consultant	Accountant (private practice)	Section leader
Outplacement consultant	Product demonstrator	

You can find out more about Enterprising occupations by using your local careers library. The Careers Library Classification Indexes for this theme are:

Career Area	CLCI Code
Hospitality, catering and other services	I
Buying and selling and related services	O*
Finance and related work	N*

* Denotes that jobs from a number of themes can be found in this career area

ARTISTIC

Artistic occupations have a strong 'expressive' element and are concerned with creating or appreciating art, drama, music or writing. Artistic work activities include composing, writing, creating, designing, cooking, performing and entertaining. This theme is not necessarily about having an interest in painting or drawing personally, because it includes occupations where people appreciate some kind of creative expression.

Your Score: 6

Example careers (not in any order)

Graphic designer	Textile designer	Croupier
Fashion designer	Actor musician	Disc jockey
Interior designer	Dancer	Painter & decorator
Sign writer	Entertainer	Dressmaker
Jeweller	Web site designer	Cook
Fashion stylist	Film extra	Window dresser
Hairdresser	Sports centre assistant	Photographer

You can find out more about Artistic occupations by using your local careers library. The Careers Library Classification Indexes for this theme are:

Career Area	CLCI Code
Art and design	E
Teaching and cultural activities	F*
Entertainment	G

* Denotes that jobs from a number of themes can be found in this career area

CONVENTIONAL

Conventional occupations are concerned with organisation, data and finance. They involve working with information, numbers or machines, to meet organisational demands and standards. Work activities include setting up procedures, maintaining orderly routines, organising, operating, accounting and processing.

Your Score: 6

Example careers (not in any order)

Barister	Trade union official	Word processor operator
Solicitor	Medical secretary	Computer operator
Legal executive	Farm secretary	Telephonist
Court administrator	Database administrator	Switchboard operator
Police officer	Accounts clerk	Photocopier operator
Prison governor	Messenger	Telephone booking clerk
Probation officer	Secretary	Data entry clerk
Local government administrator	Library assistant	
Civil servant executive officer	Filing clerk	

You can find out more about Conventional occupations by using your local careers library. The Careers Library Classification Indexes for this theme are:

Career Area	CLCI Code
Armed forces	B*
Administration, business, clerical, and management	C
Law and related work	L
Security and protective services	M*
Finance and related work	N*

* Denotes that jobs from a number of themes can be found in this career area

INVESTIGATIVE

Investigative occupations are concerned with finding out about things. They centre around science, medicine, social concerns, theories, ideas and data, with the aim of understanding, predicting or controlling these things. Investigative work activities have a strong 'analytical' element and include researching, exploring, observing, evaluating, analysing, learning and solving abstract problems. This may be in a laboratory, medical or academic establishment, or in the computer industry.

Your Score: 4

SOCIAL

Social occupations involve working with people in a helpful or facilitating way. They are concerned with human welfare and community services. Work activities include caring, teaching and educating, treating, helping, listening, counselling and discussing.

NOTE: 'Teaching' occurs across most of the themes but each one tends to attract people with an interest in that theme. So 'realistic' teaching occupations tend to attract people to hands-on or technical type teaching roles. Social occupations attract people who have a prime interest in the educational aspects of teaching per se.

Your Score: 4

REALISTIC

Realistic occupations are practical occupations that usually require physical or manual activity. They include skilled and technical trades, and some of the service occupations. They generally have a 'hands on' element and may involve working outdoors. Realistic work activities may involve using tools, equipment and machinery; building and repairing things; and/or work related to nature, agriculture and animals.

Your Score: 0

What next?

The results from the Career Interests Inventory should have identified a number of job areas that you may be interested in. It is now important to find out more about these jobs, by looking up information in the suggested CLCI categories in a careers library.

It is also important for you to consider other factors that may influence your choice of career, such as your skills and values. The Career Explorer workbook that accompanies this report will help you explore these areas and plan what you need to do next.

Date tested: 30/4/2010

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Career Explorer Report (CLCI)

Career Interests Inventory

Susan Sample



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Career Explorer (CLCI)

Career Interests Inventory

Susan Sample

What's in Career Explorer

Career Explorer offers you an opportunity to explore the factors that can influence your career choice. This booklet contains a number of activities to help you find out more about yourself and possible jobs. The activities are contained in five modules:

Module 1

Finding Out More

How to explore your options by using your careers library

Module 2

Getting Feedback on My Skills and Abilities

Discover your hidden skills and abilities by getting feedback from people who know you

Module 3

My Values

Understand more about what is important to you and how this relates to career choice

Module 4

Making Career Decisions

Bring together information about yourself and career options to shortlist possible careers

Module 5

Career Action Planning

Develop an action plan to help you work towards your goals

Module 1: Finding Out More

The Career Interests Inventory is not the definitive guide to your career. It provides a starting point that suggests some areas of work that might suit you. The next step is for you to find out more about the areas of work highlighted by your responses to the Career Interests Inventory.

You can find out more by:

- Visiting your local Connexions or careers centre
- Visiting a careers library
- Conducting your own research on the internet
- Consulting an independent Careers Adviser

Connexions or Careers Centre

There will be a local Connexions or careers centre in your area, listed in the Yellow Pages under 'Careers Advice'. Connexions or careers centres are designed specifically to provide you with information and advice about possible jobs and careers. They provide a careers library holding extensive, up-to-date information on all types of work.

You can arrange an interview with a qualified Careers Adviser, or see your Personal Adviser if you are at school. Some people find interviews particularly useful as they can provide advice that is relevant to you by taking into account your work experience, qualifications, etc. If you have a careers interview, it may be worth taking your Career Interests Inventory report and Career Explorer booklet with you.

Careers Library

Information on different careers is organised by a special system, known as the Careers Library Classification Index (CLCI). This is designed to make information easy to find and also to broaden your search by relating similar areas, or 'families' of work. A CLCI booklet or poster will be available in the careers library, explaining the system and codes.

A careers library will also usually have a number of reference books. One of the most widely used is 'Occupations', which contains detailed information on a very wide variety of careers, including entry qualifications and training. This publication is updated annually.

You will also find reference books on further and higher education, working abroad, working for yourself, voluntary work, and advice on making subject choices, qualifications, job applications and interviews.

You will find that some information is for reference only in the careers library, although you may be allowed to photocopy some material. Other information may be available on loan.

You can also find more information at the following website: www.connexions-direct.com/jobs4u/home.cfm

The Careers Library Classification Index (CLCI)

A = Reference material
B = Armed Services
C = Administration, Business, Clerical and Management
E = Art & Design
F = Teaching & Cultural Activities
G = Entertainment & Leisure
I = Hospitality, Catering and Other Services
J = Health & Medical Services
K = Social & Related Services
L = Law and Related work
M = Security and Protective Services
N = Finance and Related Work
O = Buying, Selling and Related Services
Q = Sciences, Mathematics and Related Work
R = Engineering
S = Manufacturing Industries
U = Construction and Land Services
W = Animals, Plants and Nature

Similar occupations are grouped into 'families' or sections, which each have a main title or heading and a letter to make them easily identifiable:

This classification system enables you to find information on a number of similar or related careers in the same section. So by looking in the section or sections suggested in your Career Interests Inventory, you can get ideas about related work that you may not have considered.

For example, if your Career Interests Inventory report has suggested that you are interested in Conventional occupations, and you enjoy subjects such as maths, you might be interested in finding out more about work under 'Finance and Related Work' - CLCI code 'N'. You could then look up careers under code 'N' in the careers library.

Alternatively, if you know that you are interested in a career in accountancy, looking up 'accountancy' in the CLCI booklet gives you a reference code: NAB. This is the specific code you need to find information on accountancy in the careers library. The first letter of the code relates to the general section; from the above list, we see that 'N' is 'Finance and Related Work'. The second two letters are to pinpoint where accountancy is filed in this section.

The information under the 'NAB' code will tell you about the different types of accountancy training that exist. It will also tell you about other types of work related to finance; banking, building society work, insurance, pensions, commodity broking, the stock exchange etc. This provides you with the information to think about related careers which you may not have considered.

Exercise

When finding out more about any job or career, write a summary of your findings under the following headings:

- What is the purpose of the job?
- What are the major responsibilities?
- What qualifications and skills will I need?
- What personal qualities (e.g. enjoy working with people vs. working on my own) will I need?
- Possible impact on my lifestyle (e.g. working unsociable hours).
- What further training may I need for progression in this job?
- Where can I find out more (e.g. addresses of employers, professional bodies)?

Module 2: Getting Feedback on #My Skills and Abilities

Introduction

To help you understand more about your skills and abilities, it is useful to ask other people what they think.

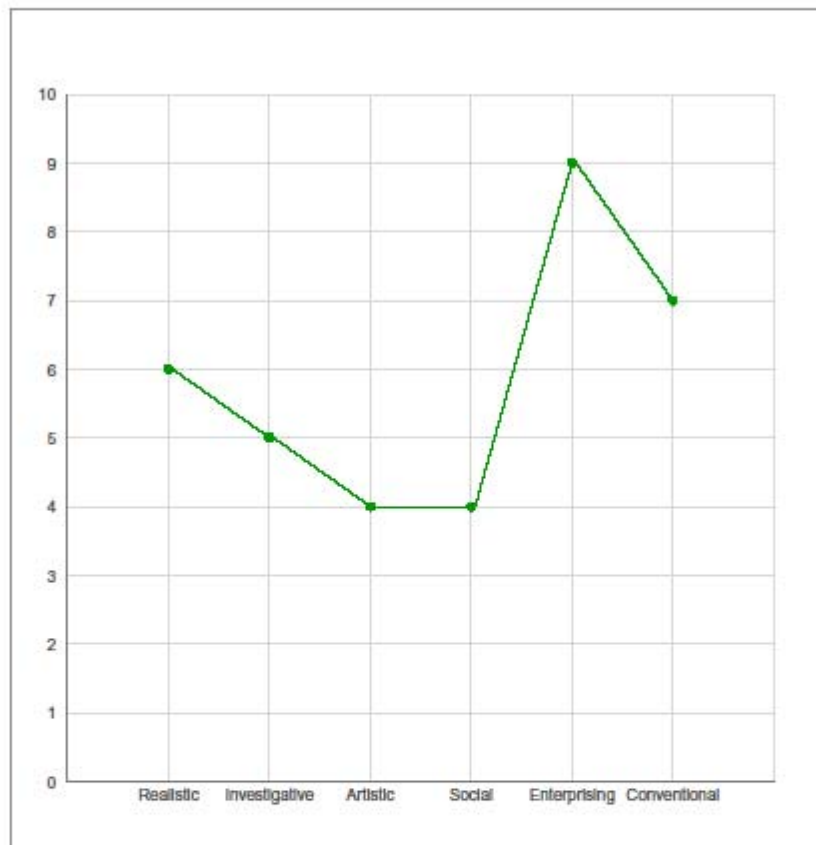
- At the end of this document, you will find three copies of a questionnaire entitled "Feedback on Susan Sample's Skills and Abilities". Give a copy of this questionnaire to several people who know you well and ask them to fill it in. You should select a range of people to complete the questionnaires - parents, teachers, good friends and employers. You can photocopy these or print out more if you need to.
- When a questionnaire has been completed, add up the total score for each section, divide this score by 2 (halve it), and put this in the 'Total' box.
- Then plot the total scores for each section on the graph on the following page and connect up the scores with a line.
- Repeat this process for each person who has rated your skills and abilities.
- The scores you gave yourself are already plotted on the graph.
- On the questionnaire there is space for people to write something special about your skills and abilities in each area. Although these comments cannot be put on the graph, they are still valuable and you should take time to consider what people have said about you.

Using the Graph of Skills and Abilities

The completed graph shows ratings of your skills and abilities in six career areas: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Here are some ideas about how you can use this graph:

- Look at the areas where you have the highest ratings for skills and abilities. Think about the types of work where you could best use these skills and abilities - using a careers library may be helpful here. Find out more about the jobs you are most interested in.
- Look at the areas where you have the lower ratings for skills and abilities. Are any of these areas important for the types of work you would like to do? If so, draw up an Action Plan (See Module 5), setting out how you could improve your skills and abilities in these areas over the next few months.
- Think about your experience of work. What activities do you think you do well and what activities do you find more difficult? Do these match the ratings on the graph?
- Think about how your ratings of skills and abilities compare to your interests. Are your skills and abilities highest in the work areas you are most interested in or not? If there are differences, you may need to think about improving your skills or gaining more knowledge in some of these areas.
- Are your ratings for your own skills and abilities similar to those others have given you? Where are the biggest differences, who has given you these ratings, and why do you think they have done this? Talk to some of these people to find out why they have given you different ratings - remember to talk to people who have given you both higher and lower ratings than you have given yourself.

Graph of My Skills and Abilities



My skills and how others see me

Now you have completed the graph of your skills and abilities, you should have a better understanding of your strengths. Look back at the graph and consider the following:

- How you see your own skills
- The differences between how you see your skills and how others see them
- Possible reasons for the differences between your views and how others see you

Now use the worksheet on the following page to write some notes about your skills and abilities.:

How I see my own skills

The differences between how I see my skills and how others see them

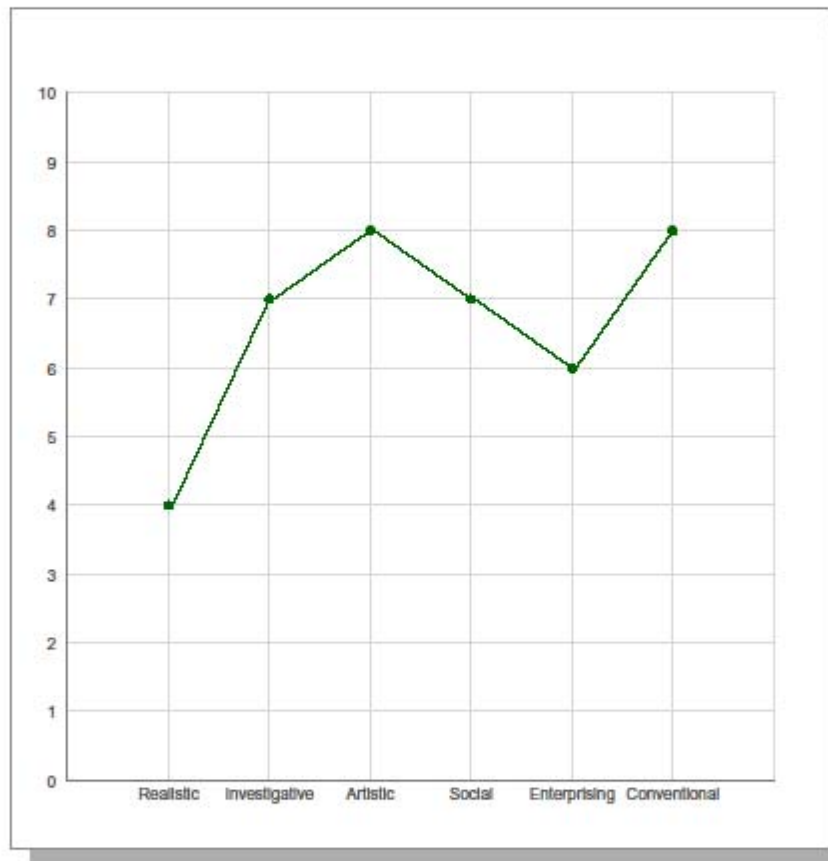
Possible reasons for the differences between my views and how others see me

Module 3: My Values

Values influence the way we live our lives. They will also influence our career decisions. Therefore understanding more about your values will help you make informed decisions about your future.

You were asked questions about your values, and your responses are shown below. Higher scores suggest that you place greater emphasis on the values in those work areas.

Graph of My Values



People are more likely to choose jobs which fit their values. However, people will tend to hold values from more than one of the work areas listed below. The values given in the lists below are not in any particular order.

Think about which values below are most important to you, and whether they match the areas you scored highest in on the graph of your values.

Work styles associated with the six occupational themes

<p>Realistic</p> <ul style="list-style-type: none"> • physical work • work that leads to an end product that you can see or touch • status within a team or peer group, or organisation • financial reward • promotion prospects 	<p>Investigative</p> <ul style="list-style-type: none"> • work that involves problem solving • a systematic approach to work • activities that involve logical analysis of information • knowledge and learning • independence and objectivity
<p>Artistic</p> <ul style="list-style-type: none"> • personal expression • using imagination and creativity • aesthetic qualities • openness • freedom to explore 	<p>Social</p> <ul style="list-style-type: none"> • helping and supporting others • teaching, training or developing others • understanding people's needs • contributing to society • co-operation, working together
<p>Enterprising</p> <ul style="list-style-type: none"> • work activities involving selling or persuasion • leading others • jobs that allow risk-taking • autonomy • financial achievement 	<p>Conventional</p> <ul style="list-style-type: none"> • working in a systematic and methodical way • attention to detail • careful organisation and management • working to pre-set objectives • working in a structured environment

Module 4: Making Career Decisions

Making decisions about your career involves considering a number of factors including your interests, skills and values. In this module, you will have to consider the careers you may be interested in, and then see how these relate to your skills and values.

To start with, think back to Module 2 where you explored your skills and abilities. Write in the box below your top three skills identified from the questionnaire.

My top three skills

Skill 1

Skill 2

Skill 3

Now think back to Module 3 where you explored your values, and write in the box below the three most important work-related values you hold.

My top three work-related values

Value 1

Value 2

Value 3

In the Career Matching table below, write down at least three careers that you have investigated as a result of the information from your Career Interests Inventory report.

For each career, consider whether it matches your top three skills and values you indicated in the boxes on the previous page. Where a career matches each skill or value, place an 'x' in the appropriate box.

For example, if you were considering a career in retail management, you might complete the table like this:

Career	Skills			Values			Total Score
	1	2	3	1	2	3	
Retail Management	x		x	x	x	x	5

When you have done this for each career, add up the number of 'x's you have given to each and write this number in the 'Total score' column. The careers with the higher scores are the ones you may like to explore further.

Career Matching Table

Career	Skills			Values			Total Score
	1	2	3	1	2	3	

Module 5: Career Action Planning

Developing a Career Action Plan can help you think about the steps you need to take in order to achieve your career goals. You can then embark on a course of action. Action Planning is important throughout your working life - not only when you make an initial career choice, but also if you decide to have a change of career direction.

The word 'career' can sound daunting but just means a job, profession or area of work that someone does for a period of time. Within one career, a person may work for a number of different employers over time.

Most people have several different careers during the course of their working life. The concept of a 'job for life' - where people worked for the same employer for all or most of their working life - is a thing of the past. The employment market has changed as our knowledge, technology and lifestyles have changed, and people have had to be flexible and adapt to the changing employment market. People now expect to work for a number of employers during their working life, and possibly to have several changes of career - either through personal choice or circumstance.

Developing a Career Action Plan

Having completed the Career Interests Inventory you should have a better understanding of your interests, values, and skills and abilities, in relation to work, education and training. You should also have a list of possible careers or areas of work that appear to match your strengths and weaknesses.

The next step in career decision-making is to identify your goals, and then to investigate ways to go about achieving them. To help you clarify your goals it is a good idea to make an Action Plan.

An Action Plan is a list of:

- Your current objectives for the future
- What you need to do to achieve your objectives
- Ideas about who or what could help you achieve your objectives or where to find help
- A clear picture of what action you need to take, that is, what you have to do to meet your objectives with target dates

An Action Plan should be:

- Specific - pinning down your aims will help you to be clear about what action to take.
- Measurable - being able to see and measure your progress will help you to set further goals.
- Achievable - setting small, achievable tasks will encourage you to progress and will build towards your larger goals.
- Realistic - being realistic about what you can achieve is important in making progress. There is no point setting yourself career aims which do not match your abilities, qualifications, interests and personality.
- Timed - setting yourself a timescale for each part of your Action Plan will help motivate you to make progress. Being realistic here is important too.

My Career Action Plan

My current objectives for the future are:

What I need to do to achieve my career objectives:

Qualifications

Experience of work

What else I need to find out

Steps I need to take to work towards my career objectives	Completion date

Date tested: 30/4/2010

Norm: General Population

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Feedback on Susan's Skills and Abilities

As part of her career development, Susan would like you to give her some feedback on her skills and abilities. A broad range of skills and abilities have been grouped into six career 'themes'. Please consider the skills and abilities below and give Susan a rating from 1 (lowest) to 5 (highest) for her level of skill or ability in each area, using the scale below.

Needs developing					Very good
1	2	3	4	5	

For example, if you think that Susan is very good at making things, then you might consider giving a rating of 4 or 5. However, if you think that her sporting abilities need some development, you might give her a rating of 1 or 2.

When you have completed the questionnaire, please hand it back to Susan.

Realistic Tasks

1	Working with her hands to make and construct things	
2	Repairing or adapting technical or mechanical things	
3	Working with animals, plants, or outdoor activities	
4	Physical activities such as sports or other outdoor pursuits	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Artistic Tasks

1	Expressing herself	
2	Artistic activities - performing/acting, musical or drawing/painting/sculpting	
3	Working with colour, textures or designs	
4	Working at pulling things together to create something new	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Investigative Tasks

1	Analysing, exploring and investigating things	
2	Solving problems	
3	Working with numbers, scientific facts, theories or complex data	
4	Finding out about how things work	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Social Tasks

1	Building relationships and getting on well with a wide range of people	
2	Understanding people's needs and caring for them	
3	Teaching, helping, coaching or assisting others	
4	Working with people who need support such as children, the sick and the elderly	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Enterprising Tasks

1	Seeing things in an optimistic light	
2	Persuading and influencing other people's decisions	
3	Recognising opportunities and going for them	
4	Leading groups of people	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Conventional Tasks

1	Organising and managing things	
2	Completing tasks on time	
3	Following rules and procedures	
4	Working carefully and paying attention to detail	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Feedback on Susan's Skills and Abilities

As part of her career development, Susan would like you to give her some feedback on her skills and abilities. A broad range of skills and abilities have been grouped into six career 'themes'. Please consider the skills and abilities below and give Susan a rating from 1 (lowest) to 5 (highest) for her level of skill or ability in each area, using the scale below.

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2	Repairing or adapting technical or mechanical things	
3	Working with animals, plants, or outdoor activities	
4	Physical activities such as sports or other outdoor pursuits	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Artistic Tasks

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2	Artistic activities - performing/acting, musical or drawing/painting/sculpting	
3	Working with colour, textures or designs	
4	Working at pulling things together to create something new	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Investigative Tasks

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2	Solving problems	
3	Working with numbers, scientific facts, theories or complex data	
4	Finding out about how things work	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Social Tasks

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4	Working with people who need support such as children, the sick and the elderly	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

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3	Recognising opportunities and going for them	
4	Leading groups of people	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Conventional Tasks

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2	Completing tasks on time	
3	Following rules and procedures	
4	Working carefully and paying attention to detail	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

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4	Physical activities such as sports or other outdoor pursuits	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

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3	Working with colour, textures or designs	
4	Working at pulling things together to create something new	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Investigative Tasks

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2	Solving problems	
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4	Finding out about how things work	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Social Tasks

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4	Working with people who need support such as children, the sick and the elderly	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Enterprising Tasks

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4	Leading groups of people	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Conventional Tasks

1	Organising and managing things	
2	Completing tasks on time	
3	Following rules and procedures	
4	Working carefully and paying attention to detail	
Is there anything particular you'd like to mention about Susan in relation to these areas?		Total

Appendix-3 Online Price list

Profiling for Success Tests & Questionnaires Online Price List



- NO SET-UP OR ANNUAL LICENCE FEE FOR ONLINE ACCOUNT
- Minimum start-up to open an account is £250 + VAT, available for your immediate use

Capability	Typical Cost *	Online Admin Credits	Report	Credit(s)	Direct Data Entry Credits
Verbal , Numerical & Abstract Reasoning	£6	4	Administrator's	1	2
			Feedback	1	
			Feedback Summary	1	
Memory and Attention (MAT)	£6	4	Administrator's	1	N/A
			Feedback	1	
Decision Analysis Test (DAT)	£10	8	Administrator's	1	N/A
			Feedback	1	
Motivation & Interests					
Career Interests Inventory (CII)***	£13	7	Administrator 's	1	3
			Feedback	2	
			Feedback Plus	4	
			Feedback Summary	1	
Values-based Indicator of Motivation (VbIM)	£21	9	Administrator's	5	N/A
			Feedback	7	
			Feedback Summary	1	
Resilience Scales Questionnaire (RSQ)	£14	9	Feedback	5	4
Personality					
15FQ+	£24	9	Feedback	3	4
			Development	11	
			Administrator's	3	
			Interview Prompts	6	
			Interview Prompts Short	4	
			Combined	15	
EIQ Questionnaire (EIQ ^{3D}) Single Use	£24	9	Administrator's	5	4
			Feedback	10	
EIQ Questionnaire (EIQ ^{3D}) Paired Use	£37	8	Administrator	7	4
			Feedback	15	
Learning Styles Indicator (LSI) IS & ** IS/WANT Versions	£9	5	Administrator's	1	2
			Feedback	3	
			Feedback Summary	1	
Type Dynamics Indicator (TDI) IS & IS/WANT Versions	£15	7	Administrator's	1	3
			Feedback	5	
			Type at Work	7	
			Feedback Summary	1	
Teams and Relationships					
Management Team Roles Indicator (MTR-I)	£12	9	Feedback	3	N/A
Ideal Team Profile Questionnaire (ITPQ)	£6	5	Administrator's	1	N/A
Relational Health Audit (RHA) – Single Use	£14	9	Feedback	5	4
Relational Health Audit (RHA) – Paired Use	£24	8	Feedback	9	4

* Typical cost includes online access + Administrator's report + the most popular reports

** Learning Styles Indicator reports can also be generated from the Type Dynamics Indicator

*** A Career Explorer Workbook is also available - designed for use with Interests Feedback Reports (4 Credits)

Sample reports are available at: www.teamfocus.co.uk/knowledge-base/sample-psychometric-reports.php

Please note that 1 credit = £1



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